Divine Word International Journal of Management and Humanities 4(3)(2025) 1867-1905

Research in Management and Humanities

DWIJMH VOL. 4 NO. 3 (2025) ISSN: 2980-4817

Available online at www.dwijmh.org
Journal homepage: http://www.dwijmh.org
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Examining the influence of organizational climate on employees' morale and work behavior: SVD school context

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ARTICLEINFO

Article history:
Received: July 25, 2025
Received in rev. form. August 15, 2025
Accepted: August 25, 2025
Published: September 10, 2025

Keywords: organizational climate, morale, work behavior, higher education, Philippines

ABSTRACT

This study examined the organizational climate of four Divine Word Colleges in the SVD Northern Province, Philippines, as perceived by middle-level administrators, faculty, and employees, and its effect on employee morale and work behavior. A literature review provided a theoretical foundation for the investigation. Using a descriptive–correlational research design, data were analyzed through frequency counts, percentages, weighted means, ANOVA, and regression–correlation analysis. Results showed no significant differences in the perceptions of the three respondent groups regarding organizational climate. However, a highly significant relationship was found between organizational climate and employee morale, leading to the rejection of the null hypothesis. The findings highlight the critical role of a positive organizational climate in fostering employee morale and work behavior. Further research incorporating additional variables is recommended for a more comprehensive assessment.
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JEL Classification: M14

Introduction

The most valuable resource of an organization is people. They are, as Megalli (2020) pointed out, the most critical resource in the growth and development of an organization. This is understandable because, even with the advances in technology, people remain to be prime movers or manipulators of the other resources to achieve organizational goals and objectives.

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Bogaczyk (2023) stressed that the degree of efficiency and effectiveness of their participation in the collective effort to realize organizational goals and objectives measure the value of the people in an organization. Being so, the productivity potential of the people making up the organization should therefore be harnessed to the maximum to attain an equally maximum organizational productivity. To do this, it is important that the people in the organization should enjoy high morale. Current literatures on the subject of human resource management point to personnel efficiency and effectiveness as a function of motivational factors such as feelings of security, belongingness, importance and acceptance and sense of fulfillment. These factors are enhanced when nurtured in a conducive and healthy organizational climate. A sound organizational climate is very vital to the development of high morale and good quality of work life of employees. It fosters a work environment that is excellent for people as well as for the economic health of the organization (Schneider et. al. 2022).

Organizational climate is influenced by the physical as well as behavioral environment that directly affects employees' daily work experiences. Factors such as leadership, co –workers behavior and tasks, which have immediate meaningful effect on emloyees' organizational life, have great impact on organizational climate (Hussainy et.al. 2022). McKinney (2020) also observed that arrangement of people in the organization, working conditions and communication procedures can have major influence on the type of climate that prevails over an organization.

Considering its importance, organizations should be challenged to strive to create and maintain an organizational climate that provides opportunity for the simultaneous and mutual attainment of employees' needs and organizational goals. From time to time, they should conduct an assessment to ensure that their organizational climate remains responsive to the employees' needs even as it remains largely favorable to the achievement of organizational goals.

Lipinska (2021) opted that the nature of the school workplace has long been of interest to scholars of educational organizations. The notion of the feel of the workplace has been referred to and studied under a variety of labels including organizational character, milieu, atmosphere, organizational ideology, ecology, field, situation, informal organization, and more recently, climate and culture. Teachers, administrators, and parents readily use such terms as school climate and school culture with ease, yet there is little shared conception of specific meaning for any of these terms. They seem to capture something real about organizations and schools to have distinctive identities and atmospheres.

School climate has been defined as the "feel" of a school, as its "collective personality". Climate is the human environment within which the teachers and employees of a school do their work. Like the air in the room, climate surrounds and affects everything that happens in an organization (Asgari, 2011).

Organizational climate relates to the internal functioning of systems. It consists of characteristics that describe and distinguish an organization from other organizations. It influences the behavior of people working within the organization (Permarupan, 2013).

The Divine Word Colleges (DWCs) are educational institutions founded on Christian democratic principles. They are based on an educational philosophy which subscribes to an equitable, relevant, efficient and quality education wherein academic pursuits, dialogue with faith, religious values and issues of human rights, justice, peace and enculturation are sustained.

Since their foundation up to the present time, the schools have been producing Christian and mature graduates fully equipped with knowledge, values and skills for community service and community living. They have also developed professional competence for national development. Further, they have given their faculty and employees opportunities not only to serve the youth but also the community within the context of social justice and Christian values. These accomplishments and many others have given the Divine Word Colleges the stature it now enjoys not only in their respective locations but in the whole Northern Province. Such stature could not have been attained by these colleges if not for the united effort of the administrators, faculty, and employees.

Fully aware that the DWC's present stature could easily be affected by a downgrading on the organizational climate in the schools, the researcher perceived a gap that deemed it is timely and relevant to conduct this study to allow administrators to

be more proactive in managing their faculty and employees' morale and work behavior. Furthermore, the generalizations and management implications of this study give them better perspective in handling the climate of their respective organizations.

This study is organized into several sections: introduction, literature review, research methodology, data presentation and analysis, results and discussion, and conclusion.

Literature review

The literature review examines existing research on organizational climate, leadership, communication, interaction-influence, decision-making, control, goal setting, employee morale, employees work behavior.

Organizational climate

Each organization has its own distinctive culture. It is a combination of the founders, past leadership, crises, events, history and size. This result in rites: the routines, rituals and the way we do things. These rites impact individual behavior on what it takes to be in good standing (the norm) and direct the appropriate behavior to each circumstance. (Ketchand, et. al. 2000). One of the major developmental challenges faced by organizations today is how to create and maintain an organizational climate which provides opportunity for the simultaneous and mutual attainment of employees' needs and organizational goals. (James, 2008). Organizational climate is directly related to the leadership and management style of the leader based on the values, attributes, skills and actions, as well as priorities of the leader. Compare this to "ethical climate" – the "feel of the organization" about the activities that have ethical content or those aspects of the work environment that constitute ethical behavior. The ethical climate is the feel whether we do things right; or the feel of whether we behave the way we ought to behave. The behavior of the leader is the most important factor that impacts the climate. (Demir, 2012). Likewise researchers noted that for many companies the proper implementation of an organizational climate survey can provide valuable information that can be used to guide and increase its success. However, companies that choose to implement a survey must be prepared to respond to both positive and negative results, and work with employees to make improvements in the work environment. Failure to respond to employee feedback can ultimately increase the number of workforce problems experienced within the organization. (Cooper, et.al., 2005).

Leadership

A process that provides complete confidence and trust in their subordinates; initiates new ideas and inspires the employees into action, assuring them of recognition for task well done.(Kraut, 2006). According to Lambert (2008), leadership can be broadly defined as the relationship between an individual and a group built around some common interest wherein the group behaves in a manner directed or determined by the leader. The leader thus becomes the interpreter of the interest and objectives of the group, as the group in turn recognizes and accepts the interpreter as its spokesperson. Leadership in a school setting is the result of the way the principals use themselves to create a school climate that is characterized by staff productivity, student productivity, and creative thought (McMurray, et. al., 2010). Consequently, the principal's qualities and behavior determine to a large degree how the subordinates feel about their organization (Bamber, et. al., 2002)). The "relational" concept of leadership which is employed in the present study, begins with the idea that poles of task – priority and people priority are at opposite ends of a single continuum, and that a balance between both extremes make for strong, supportive, and respected leaders (Yang, et al., 2009). However, it found out that various combinations of these two concepts are obvious in leaders and the approaches to leadership are best represented in terms of two dimensions – initiating structure behaviors and consideration behaviors. Initiating structure reflects the extent to which the leader attempts to organize work, work relationships, and goals. A leader high in initiating structure emphasizes schedules and specific work assignments, establishes channels of communication, and sees to it that the followers are working up to capacity. Consideration reflects the extent to which the leader maintains job relationships that are characterized by mutual trust, respect for subordinates and regard for their feelings. A leader high in consideration listens to staff members and is approachable (Taymaz, 2003).

Communication

A process that causes the subordinate to feel completely free to discuss things about the job with their supervisors, taking into consideration their ideas and opinions and try to make constructive use of them. A communication that is open in three ways: upward, downward and sideward. (Sacks2006). A literature to strengthen the position on the variable in affecting the favorable climate in an organization is that of Verburg (2006) who stated that: "if management is your name then

communication is your game. The process of communication is very vital to human goals and job performance. It is unfortunate however, that many people in leadership position are extremely poor communicators. In fact of all the attributes required to be a successful manager, communication is undoubtedly the one ability in which they are deficient. The effective manager is likely to be the one who recognizes and appreciate the fact about subordinates. If they respect the manager enough, will feel free to express their feelings and viewpoints (Payne, 1996). Effective communication is a very important aspect of mission accomplishment. It stretches across the wide spectrum of management. If we cannot manage our most important resource is a vacuum. We must therefore know our people, their potential for growth and development and their readiness to direct their actions toward organizational goals as well as their capacity for assuming greater responsibility." (Recha, 2006).

Interaction–influence

A process that causes the subordinate to feel the responsibility for the achievement of the organizational goals and to be involved cooperatively. The ways in which one element affects another, either directly or indirectly through a series of actions or behaviors. This can involve social interactions, where individuals influence each other's behavior and psychological states, or more abstract concepts like how one architectural element might influence the implementation of a goal. (Bowen, et.al., 2004). Research on interaction influence explores how social interactions, both in person and online can affect behavior, learning and well-being, with studies examining the influence of social connections, group dynamics, and communication patterns on various aspects of life. (Zappano, 1994). Positive social interaction s enhance cognitive development, promote problem-solving, and foster creativity. They also contribute to better mental and physical health, reduced mortality rates, and increased self awareness. Conversely, negative or limited social interaction can negatively impact these areas. (Porter, (1994).

Decision–making

A process where the personnel at all levels are involved especially on decisions related to their job. Those decisions are made through group participation and consensus so that employees are motivated to support whatever policies and programs made. (Allen, et. al., 1990). Aydin (1993) shares the view of Nowell He says: "if managers decision is to be fully supported by the subordinates they must have a clear understanding of the problem and the proposed solution being considered. To attain such degree of understanding, however, requires their direct involvement in the decision – making process. In this situation, the manager should provide the necessary atmosphere and condition the would bring about the active participation of his subordinates. There are, however, limitations in the participation of subordinate in both organizational decision – making and group decision – making" The principal purpose of allowing participation in decision – making is for subordinates to grow and develop by expressing themselves on matters relating to their interest and work situation, particularly where they are personally involved and to generate job satisfaction that would not otherwise be present. (Dunham, 1994).

Control

A process where there exists a balance between administrative control and individual freedom. Where pieces of information used for self – guidance and criticism are considered essential to quality control of the employees work. This involves monitoring performance, comparing it to established standards, and taking corrective action when necessary to ensure that organizational goals are met. It's a crucial process for keeping business on track and addressing deviations from plans. (Garland, et. al., 2009).The concept of organizational climate is multi-disciplinary and multi – cultural. It brings into play all the factors inherent in a society. James (2008) defines it as the human environment within which employees of the organization do their work. It includes the organization's culture, tradition and method of action. Learner control is central to the notion of interaction. Mc Murray (2010) argued that the concept of control consist of three major components: independence, power, and support. Therefore control should be examined as the balancing result among these three factors. According to Mowday (2007) control ensures organizational goals and are achieved by monitoring performance, comparing it against standards, and taking corrective actions. It is a continuous process that helps optimize resources, enhance efficiency, and manage risks.

Goal setting

A process that causes the employees to feel responsible for the accomplishment of goals and targets. That in cases where obstacle occurs to the attainment of goal and target, the leader is always ready to assist in overcoming these obstacles.

(Lambert, et. al., 2009). (Luthans, et. al., 2004) recommends work to be redesigned. He says that certain reward factors in an organization serve as motivators or satisfiers. These include recognition for achievement or for work well done, the work itself, increased responsibility and advancement. Recognition for work well done helps build morale of a committed worker.

Organizations are established to serve specific purposes and to carry out designated missions. To this end, they provide resources, infrastructure, and necessary training to their employees to enable them to accomplish goals and objectives directed toward the greater mission. In a reciprocal way, it is important that employees of the organization share the vision of their organization be committed to its mission and goals, and give unreservedly of themselves in order to attain these purposes. (Taymaz, 2003). Likewise a school climate is the relatively enduring quality of the school environment that is experienced by participants, that affects their behavior, and is based on their collective perception to behavior in schools.

Employee morale

It is the overall attitude and satisfaction level employees within a work place. It encompasses their feelings of happiness, motivation and engagement while on the job. High morale is linked to increase productivity, motivation, and commitment to the company's success, low employee satisfaction, etc. (Pare, et al., 2001). A sound organizational climate therefore is very vital to the development of high morale and good quality of work behavior of employees. It fosters a work environment that is excellent for people as well as for the economic health of the organization (Reicher, et.al., 1990). Organizational climate as applied in the school setting refers to the teachers' and employees' perceptions of their work environment; it is influenced by formal and informal relationships, personalities of participants, and leadership in the organization. Formulation of climate is comprised of four descriptive dimensions: ecology, milieu social system and culture (Patterson, et.al., 2004). Normala (2010) argued that employee morale, the collective attitude and satisfaction of employees towards their work and workplace, significantly impacts organizational success. It is linked with increased productivity, reduced turnover, improved customer satisfaction, and enhanced innovation. Conversely, low morale can lead to decreased productivity, higher absenteeism, and increased turnover.

Employee work behavior

It encompasses all the actions, attitudes, and interactions employees exhibit in the workplace. This includes how they perform their job duties, interact with colleagues, and adhere to company policies. Positive work behavior contributes to a productive and positive work environment, while negative behaviors can disrupt team dynamics and negativity impact overall performance. (Parker, et. al., 2003). According to Rose (2004), a special attention must be devoted to this aspect of human dimension – organizational climate, as it is understood that a wholesome climate is not simply one which helps individual to feel secure but on the other hand it is one which enables individuals to participate effectively and efficiently in the collective effort to realize organizational goals and objectives. Employee work behavior explores hoe employees act and react in the workplace, influencing productivity, job satisfaction, and overall organizational success. Key areas include work habits, motivation, engagement, and how the work environment impacts these behaviors. Mathieu (2000).

The foregoing theories and concepts have several aspects in common. All are based on the principle that unsatisfied needs affect behavior. They suggest that when a typical hierarchical organization does not adequately satisfy the needs of its members, particularly workers who relatively low on the "totem pole", the rank and file, would result to many interrelated personnel problems that are often difficult to diagnose and hard to control. Managers must always attempt to provide a climate in which the organization can satisfy the needs of the workers more adequately. A similar concept used by the researcher for the present study in measuring status of organizational climate in the Divine Word Colleges in the SVD Northern Province has not duplicated any of the studies presented

Statement of the problem

This study aimed to examine the organizational climate prevailing of the Divine Word Colleges in the SVD Northern Province, Philippines. Specifically, it addressed the following questions:

1. **What is the perception of the middle level administrators, faculty and employees on the organizational climate prevailing in the schools under study with respect to the following factors:**
   a. leadership;

b. communication;
c. interaction-influence;
d. decision-making;
e. control; and
f. goal setting?

2.What is the perception of the middle level administrators, faculty and employees, on the resultant organizational climate prevailing in the schools under study?

3.Are there any significant differences in the perceptions of the middle level administrators, faculty and employees on the organizational climate of the subject schools?

4. Are there any significant variations among the factors in the organizational climate as perceived by the middle level administrators, faculty and employees?

5.What is the level of employee morale and work behavior?

6.What factors of organizational climate are significantly related to employee morale and work behavior?

Hypothesis

Organizational climate is influenced by various factors: leadership, communication, interaction influence, decision making, control, and goal setting that will lead to resultant employees morale and employees work behavior. (Permerupan, et. al.,2013) highlighted that organizational climate plays a significant role in shaping employees morale and work behavior. Valdez (2023) confirmed a strong correlation on the factors: interaction influence and decision making towards employee morale/ work behavior of the employees. Building on these findings, the current study hypothesizes that factors on goal setting and control also posted significant relationship with employee morale and work behavior.

Scope and delimitation of the study

This study focuses to examine the organizational climate in the DWCs in the SVD Northern Province and its resultant effect on the faculty and employee morale and employees work behavior of the Divine Word Colleges in the Northern Province as perceived by the middle level administrators (vice president for academic affairs, deans, principals, department heads), faculty (in all levels) and employees. This study was delimited to the participation of four colleges namely: Divine Word College of Urdaneta; Divine Word College of Bangued; Divine Word College of Vigan; Divine Word College of Laoag. It was also delimited to the identification of the kind of organizational climate prevailing in the schools under study with respect to the six variables namely: leadership; communication; interaction-influence; decision-making, goal setting and control towards employee morale and employee work behavior. This was undertaken in the SY (2022-2023).

Research design

This study employed a quantitative approach, utilizing a descriptive assessment and correlational research design.

Population and sampling

The research was conducted among the four DWCs institutions in the SVD Northern Province, Philippines: Divine Word College of Urdaneta, Divine Word College of Bangued, Divine Word College of Vigan, and Divine Word College of Laoag where the researcher is employed in one of them with the target population consisting the middle level administrators, faculty and employees with a total of 247 samples.

Research instrument

The researcher constructed the questionnaire as a result of the literature review and related studies ana had it reviewed by experts then had it validated. The reliability of the data gathering instrument resulted 0.83 of the Cronbach's Alpha. Data is collected through questionnaires, and both descriptive and inferential statistics were used for analysis.

Data gathering and procedure

To facilitate data gathering, the researcher obtained approval from the Presidents with the assistance of the deans, a formal letter to distribute the questionnaires, and data collection was carried out through employee representatives.

Ethical considerations

An ethical review was considered, but given that the study does not involve sensitive human issues, the review was waived.

Tools for data analysis

To interpret the mean weights of responses and to determine the status of organizational climate and the level of employee morale and work behavior of each variable, the researcher set the following norms:

Mean Score	**Category Description**
4.56 – 5.00	*Very High Evident (VHE)*
3.56 – 4.55	*High Evident (HE)*
2.56 – 3.55	*Moderate Evident (ME)*
1.56 – 2.55	*Evident to a Little Extent (ELE)*
0.56 – 1.55	*Evident Very Little Extent (EVLE)*

Data presentation and analysis

The data presented following the study's objectives, collected through research questionnaires and analyzed using statistical methods.

Problem 1. What is the perception of the middle-level administrators, faculty, and employees on the organizational climate prevailing in the schools under study with respect to the following factors:

a. leadership;
b. communication;
c. interaction-influence;
d. decision-making;
e. control; and
f. goal setting?

A. Leadership

Table 1**.** Extent to which leadership prevails in the schools as perceived by the middle level administrators with respect to leadership

Items	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
1. Faculty and employees have trust and confidence in the middle level administrators (deans, department heads, principals) leadership.	3.60	HE	4.0	HE	3.67	HE	5.0	VHE	4.0	HE
2. The middle level administrators initiate new ideas and lead in planning the school and office programs and targets.	3.60	HE	4.0	HE	3.33	ME	4.67	VHE	3.85	HE
3. The middle level administrators leadership is effective; it inspires the faculty and employees into action, assuring them of recognition for tasks well done.	3.20	ME	4.0	HE	4.0	HE	4.67	VHE	3.85	HE
4. The middle level administrators leadership is wide in perspective; it allows follower's choices and a share in decision – making, thus earning the	3.20	ME	4.0	HE	4.0	HE	4.67	VHE	3.85	HE

loyalty and support of the faculty and employees.										
5. The middle level administrators recognize the leadership potential in others and give the employees the chance to develop and flourish.	3.0	ME	4.0	HE	4.0	HE	5.0	VHE	3.85	HE
OVERALL MEAN	**3.32**	**ME**	**4.0**	**HE**	**3.80**	**HE**	**4.80**	VHE	**3.88**	**HE**

Source : Valdez (2023)

Legend:

Mean Score	***Category Description***
4.56 – 5.00	Very highly evident (VHE)
3.56 – 4.55	Highly evident (HE)
2.56 – 3.55	Moderately Evident (ME)
1.56 – 2.55	Evident to a little extent (ELE)
0.56 – 1.55	Evident to a very little extent (EVLE)

Based on the data presented in the table, indicated by the overall mean of 3.88 leadership which is **highly evident** in the DWCs in the SVD Northern Province as perceived by the middle level administrators. Observed individually, leadership is **very highly evident** in the DWCV highly evident in the DWCU and in the DWCL, while moderately evident in the DWCB.

This indicates that the Middle level administrators perceive a **high evidence** of the wide perspective of their leadership as they allow their faculty and employees to share in decision making and recognize the latter's leadership potential by giving the faculty and employees the chance to develop and flourish. As (McMurray, et al., 2010) noted that the leader thus becomes the interpreter of the interest and objectives of the group, as the group in turn recognizes and accepts the interpreter as its spokesperson. Leadership in a school setting is the result of the way the principals use themselves to create a school climate that is characterized by staff productivity, student productivity, and creative thought. (McMurray et. al., 2010)).

Table 2. Extent of which leadership evident in the schools as perceived by the faculty

Items	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
1. Faculty and employees have trust and confidence in the middle level administrators (deans, department heads, principals) leadership.	3.72	HE	3.38	ME	3.69	HE	3.44	ME	3.54	ME
2. The middle level administrators initiate new ideas and lead in planning the school and office programs and targets.	3.85	HE	3.56	HE	3.56	HE	3.25	ME	3.61	HE
3. The middle level administrators leadership is effective; it inspires the faculty and employees into action, assuring them of recognition for tasks well done.	3.85	HE	3.37	ME	3.47	ME	3.12	ME	3.50	ME
4. The middle level administrators leadership is wide in perspective; it allows follower's choices and a share in decision – making, thus earning the loyalty and support of the faculty and employees.	3.72	HE	3.36	ME	3.38	ME	3.06	ME	3.43	ME
5. The middle level administrators recognize the leadership potential in others and give the employees the chance to develop and flourish.	3.62	HE	3.42	ME	3.56	ME	3.0	ME	3.44	ME

OVER ALL MEAN	**3.75**	**HE**	**3.42**	**ME**	**3.53**	**ME**	**3.17**	**ME**	**3.50**	**ME**

Source: Valdez (2023)

As based on the data, as perceived by the faculty of the four colleges, leadership is **moderately evident** in the four DWCs. This is indicated by the overall mean of 3.5. Individually, the faculty of the DWCV perceive that leadership is **highly evident** in their school while those in the DWCL perceive that leadership is moderately evident, likewise by the faculty of the DWCU and those in the DWCB. This implies that in those three colleges, the faculty perceives as moderately evident that their middle level administrators recognize their leadership potential. This finding also shows a departure from the middle level administrators' perception as to the extent to which leadership is evident in the DWCs. Krau (2006) noted that a process that provides complete confidence and trust in their subordinates, initiates new ideas and inspires the employees into action, assuring them of recognition for task well done. (Kraut, 2006).

Table 3. Extent to which leadership is evident in the schools as perceived by the employees

Items	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
1. Faculty and employees have trust and confidence in the middle level administrators (deans, department heads, principals) leadership.	3.15	ME	2.75	ME	3.67	HE	2.80	ME	3.07	ME
2. The middle level administrators initiate new ideas and lead in planning the school and office programs and targets.	3.46	ME	3.38	ME	2.89	ME	3.20	ME	3.28	ME
3. The middle level administrators leadership is effective; it inspires the faculty and employees into action, assuring them of recognition for tasks well done.	3.31	ME	3.07	ME	3.0	ME	3.0	ME	3.12	ME
4. The middle level administrators leadership is wide in perspective; it allows follower's choices and a share in decision – making, thus earning the loyalty and support of the faculty and employees.	3.31	ME	2.94	ME	3.13	ME	2.80	ME	3.07	ME
5. The middle level administrators recognize the leadership potential in others and give the employees the chance to develop and flourish.	3.31	ME	3.06	ME	3.22	ME	2.60	ME	3.12	ME
OVER ALL MEAN	**3.31**	**ME**	**3.04**	**ME**	**3.18**	**ME**	**2.88**	**ME**	**3.13**	**ME**

Source: Valdez (2023)

It could be gleaned from table that as a whole the employees perceive leadership to be **moderately evident** as indicated by the overall mean of 3.13. It can be noted that the employees of the four DWCs have a common perception on the leadership of their middle level administrators, that is, leadership is **moderately evident**. This could be attributed to the fact that most middle level administrators are the academic and the employees seldom have direct interaction with them. Because of this, it can be safely assumed that the employees formed their perceptions mostly on the basis of hearsay from the faculty. According to (Yang, et. al., 2009) the "relational" concept of leadership, begins with the idea that poles of task – priority and people priority are at opposite ends of a single continuum, and that a balance between both extremes make for strong, supportive, and respected leaders.

B. Communication

Table 4. Extent to which communication is evident in the schools as perceived by the middle level administrators

Items	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**

1. Communication flow is upward, downward and sideways.	3.60	HE	4.0	HE	3.67	HE	4.50	HE	3.83	HE
2. Flow of communication is smooth.	3.60	HE	3.50	ME	4.0	HE	4.67	VHE	3.92	HE
3. The middle level administrators share relevant information with employees.	3.40	ME	4.50	ME	4.33	HE	5.0	VHE	4.15	HE
4. Newsletters in the Divine Word College are noteworthy.	2.80	ME	2.0	ELE	4.0	HE	4.67	VHE	3.38	ME
5. Faculty and employees' reactions/responses to organizational communication are properly sent to management.	2.40	ELE	3.0	ME	3.67	HE	4.33	HE	3.23	ME
OVER ALL MEAN	**3.16**	**ME**	**3.40**	**ME**	**3.93**	**HE**	**4.63**	**VHE**	**3.70**	**HE**

Source: Valdez (2023)

From the data in the table, it can be noted that communication is **highly evident** (x=3.70) in the four DWCs as perceived by the middle-level administrators. It is **highly evident** that communication flows upward, downward and sideways that communication flow is smooth and that there is sharing of information by the middle level administrators. However, as regards to newsletter, this is **moderately evident**. As disclosed by some respondents in the unstructured interview with them, newsletters are not published regularly in their schools. This implies that only **moderately evident** perception of faculty and employees' reactions to organizational communication are sent to management implying that there is filtering of information in the school. As (Recha, 2006) argued that "effective communication is a very important aspect of mission accomplishment. It stretches across the wide spectrum of management. If we cannot manage our most important resource is a vacuum. We must therefore know our people, their potential for growth and development and their readiness to direct their actions toward organizational goals as well as their capacity for assuming greater responsibility." .

Table 5. Extent to which communication is evident in the schools as perceived by the faculty

Items	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
1. Communication flow is upward, downward and sideways.	3.74	HE	3.42	ME	3.38	ME	2.94	ME	3.45	ME
2. Flow of communication is smooth.	3.49	ME	3.30	ME	3.25	ME	3.0	ME	3.31	ME
3. The middle level administrators share relevant information with employees.	3.85	HE	3.52	ME	3.56	HE	3.29	ME	3.60	HE
4. Newsletters in the Divine Word College are noteworthy.	3.63	HE	3.36	ME	3.19	ME	3.12	ME	3.39	ME
5. Faculty and employees' reactions/responses to organizational communication are properly sent to management.	3.64	HE	3.38	ME	3.44	ME	3.06	ME	3.43	ME
OVER ALL MEAN	**3.67**	**HE**	**3.40**	**ME**	**3.36**	**ME**	**3.08**	**ME**	**3.44**	**ME**

Source: Valdez (2023)

As gleaned from the table, it is **moderately evident** that communication flows downward, upward and sideways in the Divine Word Colleges, that there is a smooth flow of communication, that the newsletters in the schools are noteworthy. This implies that the faculty's and employees' responses/reactions to organizational communication are properly sent to management. Verburg (2006) who stated that: "if management is your name then communication is your game. The process of communication is very vital to human goals and job performance. It is unfortunate however, that many people in leadership position are extremely poor communicators".

Table 6. Extent to which communication is evident in the schools as perceived by the employees

Items	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR
1. Communication flow is upward, downward and sideways.	3.50	ME	3.24	ME	3.44	ME	2.20	ELE	3.23	ME
2. Flow of communication is smooth.	3.08	ME	2.94	ME	3.33	ME	2.40	ELE	3.0	ME
3. The middle level administrators share relevant information with employees.	3.15	ME	3.12	ME	3.33	ME	3.40	ME	3.20	ME
4. Newsletters in the Divine Word College are noteworthy.	3.46	ME	2.82	ME	3.63	HE	2.80	ME	3.16	ME
5. Faculty and employees' reactions/responses to organizational communication are properly sent to management.	3.25	ME	3.12	ME	3.33	ME	2.80	ME	3.16	ME
OVER ALL MEAN	**3.29**	**ME**	**3.05**	**ME**	**3.41**	**ME**	**2.72**	**ME**	**3.15**	**ME**

Source: Valdez (2023)

Looking at the overall mean of 3.15, the employees of the Divine Word Colleges perceived that communication is **moderately evident**. Unlike the faculty however, the employees perceive that middle level administrators share relevant information with employees to a moderate extent only. This implies that there are instances when the middle level administrators neglect to share relevant information to employees. (Payne, 1996) argued that of all the attributes required to be a successful manager, communication is undoubtedly the one ability in which they are deficient. The effective manager is likely to be the one who recognizes and appreciate the fact about subordinates. If they respect the manager enough, will feel free to express their feelings and viewpoints.

C. Interaction influence

Table 7. Extent to which interaction influence is evident in the schools as perceived by the middle level administrators

Items	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR
1. The responsibility for achieving the organizational goals is felt by all the sectors of the school, departments and offices.	2.60	ME	3.50	ME	3.67	HE	4.0	HE	3.31	ME
2. Cooperative teamwork exists among the middle level administrators and all the staff.	2.60	ME	4.0	HE	4.0	HE	4.50	HE	3.50	ME
3. Reward and involvement are used by the middle level administrators in order to motivate employees.	2.80	ME	3.0	ME	3.67	HE	4.33	HE	3.38	ME
4. Faculty and employees' commitment to serve inspire clients to continue their relations with Divine Word College.	3.20	ME	3.0	ME	3.67	HE	4.67	VHE	3.62	HE
5. DWC – client relationship is open, supportive and cordial.	3.20	ME	3.50	ME	4.0	HE	4.67	VHE	3.77	HE
OVER ALL	**2.88**	**ME**	**3.40**	**ME**	**3.80**	**HE**	**4.43**	**HE**	**3.51**	**HE**

Source: Valdez (2023)

The overall mean of 3.63 indicates that interaction influence is **highly evident** in the DWCs as perceived by the middle level administrators. It can be noted that faculty and employees' commitment to serve inspire clients to continue their relation is highly evident, likewise that the schools' relationship with their clients is open, supportive and cordial. These observations

imply that the DWC's faculty and employees show genuine commitment in their work and this serve to inspire and motivate the schools' clients which are the students and their parents. Positive social interactions enhance cognitive development, promote problem-solving, and foster creativity. They also contribute to better mental and physical health, reduced mortality rates, and increased self awareness. Conversely, negative or limited social interaction can negatively impact these areas. (Porter, (1994).

Table 8. Extent to which interaction influence is evident in the schools as perceived by the faculty

Items	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR
1. The responsibility for achieving the organizational goals is felt by all the sectors of the school, departments and offices.	3.77	HE	3.30	ME	3.50	ME	3.13	ME	3.45	ME
2. Cooperative teamwork exists among the middle level administrators and all the staff.	3.69	HE	3.40	ME	3.50	ME	3.06	ME	3.46	ME
3. Reward and involvement are used by the middle level administrators in order to motivate employees.	3.51	ME	3.28	ME	2.94	ME	3.0	ME	3.27	ME
4. Faculty and employees' commitment to serve inspire clients to continue their relations with Divine Word College.	3.72	HE	3.42	ME	3.50	ME	3.35	ME	3.52	ME
5. DWC – client relationship is open, supportive and cordial.	3.62	HE	3.46	ME	3.69	HE	3.41	ME	3.53	ME
OVER ALL	**3.66**	**HE**	**3.37**	**ME**	**3.43**	**ME**	**3.19**	**ME**	**3.45**	**ME**

Source: Valdez (2023)

As perceived by the faculty, interaction influence is **moderately evident** in the DWCs. this is indicated by the overall mean of 3.45. It can be observed that the faculty in one of the colleges is highly evident which somehow implies that interaction and cooperation in this school is stronger than in the other colleges. According to (Zappano, 1994) research on interaction influence explores how social interactions, both in person and online can affect behavior, learning and well-being, with studies examining the influence of social connections, group dynamics, and communication patterns on various aspects of life.

Table 9. Extent to which interaction influence is evident in the schools as perceived by the employees

Items	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR
1. The responsibility for achieving the organizational goals is felt by all the sectors of the school, departments and offices.	3.31	ME	3.19	ME	3.44	ME	2.60	ME	3.21	ME
2. Cooperative teamwork exists among the middle level administrators and all the staff.	3.15	ME	3.06	ME	3.22	ME	2.80	ME	3.09	ME
3. Reward and involvement are used by the middle level administrators in order to motivate employees.	2.62	ME	3.13	ME	2.78	ME	3.0	ME	2.88	ME

4. Faculty and employees' commitment to serve inspire clients to continue their relations with Divine Word College.	3.15	ME	3.41	ME	3.22	ME	3.0	ME	3.25	ME
5. DWC – client relationship is open, supportive and cordial.	3.38	ME	3.44	ME	3.33	ME	2.60	ME	3.30	ME
OVER ALL	**3.12**	**ME**	**3.25**	**ME**	**3.20**	**ME**	**2.80**	**ME**	**3.15**	**ME**

Source: Valdez (2023)

From the overall mean of 3.15, it is evident that employees with of the DWCs perceive interaction influence as **moderately evident**. It can also be surmised that the middle level administrators are not convinced that rewards and involvement motivate employees. The findings imply that there is a need to enhance or strengthen interaction among the administrators, faculty and employees. A process that causes the subordinate to feel the responsibility for the achievement of the organizational goals and to be involved cooperatively. The ways in which one element affects another, either directly or indirectly through a series of actions or behaviors. This can involve social interactions, where individuals influence each other's behavior and psychological states, or more abstract concepts like how one architectural element might influence the implementation of a goal. (Bowen, et.al., 2004).

D. Decision making

Table 10. Extent to which decision making is evident in the schools as perceived by the middle level administrators

Items	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
1. The middle level administrators and staff make decisions by group participation and consensus.	3.20	ME	4.0	HE	4.0	HE	5.0	VHE	3.92	HE
2. Faculty and employees are involved in decisions related in their job.	3.20	ME	4.0	HE	4.0	HE	4.67	VHE	3.85	HE
3. Exchange of ideas and opinions is done before decisions are made.	3.0	ME	4.0	HE	4.0	HE	4.50	HE	3.67	HE
4. Faculty and employees accept decisions once made.	3.40	ME	3.0	ME	3.67	HE	4.67	VHE	3.69	HE
5. Participation in decision – making motivates faculty and employees to support DWC policies and programs.	3.60	HE	3.50	ME	3.33	ME	5.0	VHE	3.85	HE
OVER ALL	**3.28**	**ME**	**3.70**	**HE**	**3.80**	**HE**	**4.77**	**VHE**	**3.80**	**HE**

Source: Valdez (2023)

Looking at the perception by the middle level administrators, decision making is **highly evident** in the schools as indicated by the overall mean of 3.80. This implies that it is worth noting that decision making in the schools is participatory and that discussions are made before decisions are made. Likewise, the faculty and employees accept decision once made. Aydin (1993) shares the view of Nowell He says: "if managers decision is to be fully supported by the subordinates they must have a clear understanding of the problem and the proposed solution being considered. To attain such degree of understanding, however, requires their direct involvement in the decision – making process. In this situation, the manager should provide the necessary atmosphere and condition that would bring about the active participation of his subordinates.

Table 11. Extent to which decision making is evident in the schools as perceived by the faculty

Items	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
1. The middle level administrators and staff make decisions by group participation and consensus.	3.82	HE	3.36	ME	3.63	HE	2.88	ME	3.48	ME

2. Faculty and employees are involved in decisions related in their job.	3.79	HE	3.46	ME	3.81	HE	3.06	ME	3.56	HE
3. Exchange of ideas and opinions is done before decisions are made.	3.77	HE	3.20	ME	3.56	HE	3.0	ME	3.40	ME
4. Faculty and employees accept decisions once made.	3.69	HE	3.14	ME	3.75	HE	3.47	ME	3.44	ME
5. Participation in decision – making motivates faculty and employees to support DWC policies and programs.	3.69	HE	3.27	ME	3.69	HE	2.88	ME	3.40	ME
OVER ALL	**3.75**	**HE**	**3.29**	**ME**	**3.69**	**HE**	**3.06**	**ME**	**3.46**	**ME**

Source: Valdez (2023)

The faculty of the four schools perceive that decision making is **moderately evident** in the four schools as shown by the overall mean of 3.46. The faculty however, accept that they are highly involved in decision making particularly in those decisions related to their job. This implies that the perceptions of the faculty differ from the perceptions of the middle level administrators as regards decision making. The principal purpose of allowing participation in decision – making is for subordinates to grow and develop by expressing themselves on matters relating to their interest and work situation, particularly where they are personally involved and to generate job satisfaction that would not otherwise be present. (Dunham, 1994).

Table 12. Extent to which decision making is evident in the schools as perceived by the employees

Items	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
1. The middle level administrators and staff make decisions by group participation and consensus.	3.0	ME	3.29	ME	3.33	ME	2.60	ME	3.14	ME
2. Faculty and employees are involved in decisions related in their job.	2.92	ME	3.13	ME	3.22	ME	3.20	ME	3.09	ME
3. Exchange of ideas and opinions is done before decisions are made.	2.92	ME	3.13	ME	3.22	ME	2.80	ME	3.05	ME
4. Faculty and employees accept decisions once made.	3.15	ME	3.18	ME	3.44	ME	2.60	ME	3.16	ME
5. Participation in decision – making motivates faculty and employees to support DWC policies and programs.	2.85	ME	3.24	ME	3.22	ME	2.60	ME	3.05	ME
OVER ALL	**2.97**	**ME**	**3.19**	**ME**	**3.29**	**ME**	**2.76**	**ME**	**3.10**	**ME**

Source: Valdez (2023)

Just like the faculty, the employees of the four schools perceive that decision making is **moderately evident** (x=3.10). From the responses, it implies that the employees do not feel much the effect of interaction on the organizational climate in their respective schools as indicated by the obtained means, the employees do not exactly feel that they are part of the decision making process such that they do not feel much motivated to support their respective school's policies and programs and cannot readily accept the decisions made. A process where the personnel at all levels are involved especially on decisions related to their job. Those decisions are made through group participation and consensus so that employees are motivated to support whatever policies and programs made. (Allen, et. al., 1990).

E. Control

Table 13. Extent to which control is evident in the schools as perceived by the middle level administrators

Items	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**

1. Delegation of authority is widely observed.	3.0	ME	4.0	HE	3.67	HE	4.67	VHE	3.69	HE
2. Information is used for self – guidance and problem solving.	3.20	ME	4.0	HE	3.67	HE	4.67	VHE	3.77	HE
3. The middle level administrators' criticisms are considered essential to quality control of the faculty and employees work.	3.20	ME	4.0	HE	4.0	HE	4.67	VHE	3.85	HE
4. The middle level administrators practice balance between administrative control and individual freedom.	3.20	ME	4.5	HE	4.33	HE	4.50	HE	3.92	HE
5. Faculty and employees control well, even in the absence of the middle level administrators.	3.20	ME	4.5	HE	4.0	HE	4.33	HE	3.85	HE
OVER ALL	**3.16**	**ME**	**4.20**	**HE**	**3.93**	**HE**	**4.57**	**VHE**	**3.82**	**HE**

Source: Valdez 2023

The overall mean of 3.82 indicates that in general, control is **highly evident** in the DWCs. However, in one school it is apparent that the middle level administrators perceive control as only moderately evident. Delegation of authority is evidently not so much observed. The case in another school is just the opposite. Control as perceived by the middle level administrators is very highly evident. This implies that while the DWCs may have uniform policies, the schools do not always implement such policies in the same degree. Mc Murray (2010) argued that the concept of control consist of three major components: independence, power, and support. Therefore control should be examined as the balancing result among these three factors.

Table 14. Extent to which control is evident in the schools as perceived by the faculty

Items	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
1. Delegation of authority is widely observed.	3.61	HE	3.40	ME	3.50	ME	3.0	ME	3.42	ME
2. Information is used for self – guidance and problem solving.	3.58	HE	3.38	ME	3.50	ME	3.18	ME	3.43	ME
3. The middle level administrators' criticisms are considered essential to quality control of the faculty and employees work.	3.51	HE	3.36	ME	3.19	ME	3.24	ME	3.37	ME
4. The middle level administrators practice balance between administrative control and individual freedom.	3.62	HE	3.35	ME	3.31	ME	3.0	ME	3.38	ME
5. Faculty and employees control well, even in the absence of the middle level administrators.	3.69	HE	3.48	ME	3.60	HE	3.41	ME	3.55	ME
OVER ALL	**3.60**	**HE**	**3.39**	**ME**	**3.42**	**ME**	**3.17**	**ME**	**3.43**	**ME**

Source: Valdez (2023)

As shown in the table, the overall mean is 3.43 which means that as perceived by the faculty control is moderately evident. It is only in one school where the faculty perceive control as highly evident. Again, this implies that control is not uniformly implemented in the DWCs. Likewise, the faculty's perceptions differ from that of the middle level administrators who perceive that control is highly evident in the different schools. (Garland, et al., 2009) argued on the process where there exist a balance between administrative control and individual freedom. Where pieces of information used for self – guidance and criticism are considered essential to quality control of the employees work. This involves monitoring performance, comparing it to established standards, and taking corrective action when necessary to ensure that organizational goals are met. It's a crucial process for keeping business on track and addressing deviations from plans.

Table 15. Extent to which control is evident in the schools as perceived by the employees

Items	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR
1. Delegation of authority is widely observed.	2.54	ELE	3.24	ME	3.22	ME	2.60	ME	2.95	ME
2. Information is used for self – guidance and problem solving.	2.77	ME	3.24	ME	3.22	ME	2.80	ME	3.05	ME
3. The middle level administrators' criticisms are considered essential to quality control of the faculty and employees work.	2.69	ME	3.18	ME	3.38	ME	3.0	ME	3.05	ME
4. The middle level administrators practice balance between administrative control and individual freedom.	2.54	ELE	3.12	ME	3.0	ME	3.20	ME	2.93	ME
5. Faculty and employees control well, even in the absence of the middle level administrators.	2.85	ME	3.12	ME	3.56	HE	2.60	ME	3.07	ME
OVER ALL	**2.68**	**ME**	**3.18**	**ME**	**3.28**	**ME**	**2.84**	**ME**	**3.01**	**ME**

Source: Valdez (2023)

As shown by the overall mean of 3.01, the employees of the DWCs perceive that control is **moderately evident** in their schools. In one school however, this implies that delegation of authority is not evidently observed and that the middle level administrators do not know how to strike a balance between administrative control and individual freedom. Control is an important function in any organization. However, it must be appropriately done to be effective. James (2008) defines it as the human environment within which employees of the organization do their work. It includes the organization's culture, tradition and method of action. Learner control is central to the notion of interaction.

F. Goal setting

Table16. Extent to which goal setting is evident in the schools as perceived by the middle level administrators

Items	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR
1. Goal- setting and targeting are done by group action.	3.20	ME	3.50	ME	3.67	HE	4.67	VHE	3.69	HE
2. The DWC specifies and clarifies expected work output of faculty and employees.	3.40	ME	3.50	ME	3.67	HE	4.67	VHE	3.77	HE
3. Faculty and employees feel responsible for the accomplishment of goals and targets.	3.0	ME	3.50	ME	3.67	HE	4.67	VHE	3.62	HE
4. The middle level administrators assist the employees in overcoming obstacle to goal and target attainment.	3.60	HE	3.50	ME	4.0	HE	4.67	VHE	3.92	HE
5. The middle level administrators, faculty and employees accept DWC's goals as their mutual concern.	3.60	HE	4.0	HE	4.0	HE	5.0	VHE	4.0	HE
OVER ALL	**3.36**	**HE**	**3.60**	**HE**	**3.80**	**HE**	**4.74**	**VHE**	**3.80**	**HE**

Source: Valdez (2023)

Generally, goal setting is **highly evident** as perceived by the middle level administrators. This is indicated by the overall mean of 3.80. In one of the schools, the middle level administrators claim that goal setting is **very highly evident**, however, in another school the middle level administrators themselves admit that goal setting is **moderately evident**. This implies that they perceive that the faculty and employees are not fully committed to the accomplishment of their school's goals and targets. A process that causes the employees to feel responsible for the accomplishment of goals and targets. That in cases where obstacle occurs to the attainment of goal and target, the leader is always ready to assist in overcoming these obstacles. (Lambert, et. al., 2009).

Table17. Extent to which goal setting is evident in the schools as perceived by the faculty

Items	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR
1. Goal- setting and targeting are done by group action.	3.77	HE	3.42	HE	3.63	HE	3.24	ME	3.53	ME
2. The DWC specifies and clarifies expected work output of faculty and employees.	3.72	HE	3.52	HE	3.38	ME	3.18	ME	3.52	ME
3. Faculty and employees feel responsible for the accomplishment of goals and targets.	3.87	HE	3.58	HE	3.63	HE	3.53	ME	3.67	HE
4. The middle level administrators assist the employees in overcoming obstacle to goal and target attainment.	3.74	HE	3.58	HE	3.31	ME	3.24	ME	3.55	ME
5. The middle level administrators, faculty and employees accept DWC's goals as their mutual concern.	3.82	HE	3.50	HE	3.75	HE	3.88	HE	3.69	HE
OVER ALL	**3.78**	**HE**	**3.52**	**HE**	**3.54**	**ME**	**3.41**	**ME**	**3.59**	**HE**

Source: Valdez (2023)

As indicated by the overall mean of 3.59, the faculty perceive goal setting as **highly evident** in their schools. It can be observed that the faculty's perception coincides with that of the middle level administrators. It is worth noting that in the school where the middle level administrators registered a **moderately evident** perception, the faculty perceive goal setting as highly evident. This implies that contrary to the perceptions of the middle level administrators the faculty feel responsible for their accomplishment. (Luthans, et. al., 2004) recommends work to be redesigned. He says that certain reward factors in an organization serve as motivators or satisfiers. These include recognition for achievement or for work well done, the work itself, increased responsibility and advancement. Recognition for work well done helps build morale of a committed worker.

Table 18. Extent to which goal setting is evident in the schools as perceived by the employees

Items	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR
1. Goal- setting and targeting are done by group action.	3.15	ME	3.24	ME	3.33	ME	2.60	ME	3.16	ME
2. The DWC specifies and clarifies expected work output of faculty and employees.	3.15	ME	3.13	ME	3.44	ME	2.80	ME	3.16	ME
3. Faculty and employees feel responsible for the accomplishment of goals and targets.	3.15	ME	3.25	ME	3.56	HE	3.0	ME	3.26	ME
4. The middle level administrators assist the employees in overcoming obstacle to goal and target attainment.	2.85	ME	3.31	ME	2.89	ME	3.20	ME	3.07	ME

5. The middle level administrators, faculty and employees accept DWC's goals as their mutual concern.	3.0	ME	3.13	ME	3.33	ME	2.80	ME	3.09	ME
OVER ALL	**3.06**	**ME**	**3.21**	**ME**	**3.31**	**ME**	**2.88**	**ME**	**3.15**	**ME**

Source: Valdez (2023)

As shown by the overall mean of 3.15, the employees perceive goal setting as **moderately evident** which is very different from the perception of the faculty and middle level administrators who both perceive that goal setting is **highly evident**. The above observation implies that the employees are not as involved in goal setting as the faculty and middle level administrators hence, they do not feel as responsible in the accomplishment of the goals of their respective schools. (Taymaz, 2023) argued that organizations are established to serve specific purposes and to carry out designated missions. To this end, they provide resources, infrastructure, and necessary training to their employees to enable them to accomplish goals and objectives directed toward the greater mission. In a reciprocal way, it is important that employees of the organization share the vision of their organization be committed to its mission and goals, and give unreservedly of themselves in order to attain these purposes.

Table 19. Summary table showing the extent to which the organizational climate variables are evident in the schools as perceived by the middle level administrators

Organizational Climate Variables	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
1. Leadership	3.32	ME	4.0	HE	3.80	HE	4.80	VHE	3.88	HE
2. Communication	3.16	ME	3.40	ME	3.93	HE	4.63	VHE	3.70	HE
3.Interaction Influenced	2.88	ME	3.40	ME	3.80	HE	4.43	HE	3.51	ME
4. Decision Making	3.28	ME	3.70	HE	3.80	HE	4.77	VHE	3.80	HE
5. Control	3.16	ME	4.20	HE	3.93	HE	4.57	VHE	3.82	HE
6. Goal Setting	3.36	ME	3.60	HE	3.80	HE	4.47	HE	3.80	HE
OVER ALL	**3.19**	**ME**	**3.72**	**HE**	**3.84**	**HE**	**4.61**	**VHE**	**3.75**	**HE**

Source: Valdez (2023)

The overall mean of 3.75 indicates that the middle level administrators in general perceive the organizational climate variables to be **highly evident**. It can be noted however, that the middle level administrators in the DWCB perceive the variables as **moderately evident** while middle level administrators in the DWCV perceive the variables as **very highly evident**. From the foregoing observations it can be deduced that as perceived by the middle level administrators DWCB has a **moderately evident** organizational climate, DWCL and DWCU a **highly evident** organizational climate, and DWCV a **very highly evident** organizational climate. This implies that the middle level administrators' perception on the organizational climate evident among the DWCs vary. One of the major developmental challenges faced by organizations today is how to create and maintain an organizational climate which provides opportunity for the simultaneous and mutual attainment of employees' needs and organizational goals. (James, 2008).

Table 20. Summary table showing the extent to which the organizational climate variables are evident prevails in the schools as perceived by the faculty

Organizational Climate Variables	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
1. Leadership	3.75	HE	3.42	ME	3.53	ME	3.17	ME	3.50	ME
2. Communication	3.67	HE	3.40	ME	3.36	ME	3.08	ME	3.44	ME
3. Interaction – Influenced	3.66	HE	3.37	ME	3.43	ME	3.19	ME	3.45	ME
4. Decision Making	3.75	HE	3.29	ME	3.69	ME	3.06	ME	3.46	ME
5. Control	3.60	HE	3.39	ME	3.42	ME	3.17	ME	3.43	ME
6. Goal Setting	3.78	HE	3.52	ME	3.54	ME	3.41	ME	3.59	HE
OVER ALL	**3.70**	**HE**	**3.40**	**ME**	**3.50**	**ME**	**3.18**	**ME**	**3.48**	**ME**

Source: Valdez (2023)

With an overall mean of **3.48**, the faculty of the Divine Word Colleges perceive the organizational climate as **moderately evident**. However, there are clear differences across campuses: the faculty of **DWCB** view the organizational climate as *highly evident*, while those in **DWCL**, **DWCU**, and **DWCV** see it as only *moderately evident*. This shows that faculty perceptions about the organizational climate vary across the four colleges.

In simpler terms, DWCB stands out for having a stronger, more positive organizational climate as felt by its faculty, whereas the other campuses fall in the moderate range.

According to Demir (2012), the ethical climate reflects whether "we do things right" and whether people behave as they ought to behave. He emphasized that the **leader's behavior** is the most critical factor shaping and influencing the overall organizational climate.

Table 21. Summary table showing the extent to which the organizational climate are evident in the schools as perceived by the employees

Organizational Climate Variables	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR
1. Leadership	3.31	ME	3.04	ME	3.18	ME	2.88	ME	3.13	ME
2. Communication	3.29	ME	3.05	ME	3.41	ME	2.72	ME	3.15	ME
3. Interaction – Influenced	3.12	ME	3.25	ME	3.20	ME	2.80	ME	3.15	ME
4. Decision Making	2.97	ME	3.19	ME	3.29	ME	2.76	ME	3.10	ME
5. Control	2.68	ME	3.18	ME	3.28	ME	2.84	ME	3.01	ME
6. Goal Setting	3.36	ME	3.60	HE	3.80	HE	4.74	VHE	3.80	HE
OVER ALL	**3.12**	**ME**	**3.22**	**ME**	**3.36**	**ME**	**3.12**	**ME**	**3.22**	**ME**

Source: Valdez (2023)

With an overall mean of **3.22**, employees perceive the organizational climate in the Divine Word Colleges as **moderately evident**. Unlike the middle-level administrators and faculty, the employees across all four schools are *consistent* in their view that the organizational climate is only moderate. This unanimity suggests that the overall climate is experienced as average or stable, but not particularly strong.

This means that employees generally feel that the work environment is acceptable, but not especially inspiring or empowering. Demir (2012) explained that organizational climate is shaped largely by the leadership and management style of the leaders – their values, skills, priorities and actions. He also differentiates this from the **ethical climate**, which refers to the moral tone or "feel" of how people behave and make decisions within the organization.

Problem 2. As perceived by the middle level administrators, faculty and employees, what is the resultant organizational climate, prevailing in the schools under study?

Table 22. The resultant organizational climate as perceived by the middle level administrators

Organizational Climate Variables	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	Rank	X	Rank	X	Rank	X	Rank	X	Rank
1. Leadership	3.32	2	4.0	2	3.80	3.25	4.80	1	3.88	1
2. Communication	3.16	4.5	3.40	5.5	3.93	1.5	4.63	3	3.70	5
3. Interaction influence	2.88	6	3.40	5.5	3.80	3.25	4.43	6	3.51	6
4. Decision making	3.28	3	3.70	3	3.80	3.25	4.77	2	3.80	3.5
5. Control	3.16	4.5	4.20	1	3.93	1.5	4.57	4	3.82	2
6. Goal setting	3.36	1	3.60	4	3.80	3.25	4.47	5	3.80	3.5

Source: Valdez (2023)

With an overall mean of **3.22**, employees perceive the organizational climate in the Divine Word Colleges as **moderately evident**. Unlike the middle-level administrators and faculty, the employees across all four schools are *consistent* in their view that the organizational climate is only moderate. This unanimity suggests that the overall climate is experienced as average or stable, but not particularly strong.

This means that employees generally feel that the work environment is acceptable, but not especially inspiring or empowering. Demir (2012) explained that organizational climate is shaped largely by the leadership and management style of the leaders – their values, skills, priorities and actions. He also differentiates this from the **ethical climate**, which refers to the moral tone or "feel" of how people behave and make decisions within the organization.

Table 23. The resultant organizational climate as perceived by the faculty

Organizational Climate Variables	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	Rank	X	Rank	X	Rank	X	Rank	X	Rank
1. Leadership	3.75	2.5	3.42	2	3.53	3	3.17	3.5	3.50	2
2. Communication	3.67	4	3.40	3	3.36	6	3.08	5	3.44	5
3.Interaction Influence	3.66	5	3.37	5	3.43	4	3.19	2	3.45	4
4. Decision Making	3.75	2.5	3.29	6	3.69	1	3.06	6	3.46	3
5. Control	3.60	6	3.39	4	3.42	5	3.17	3.5	3.43	6
6. Goal Setting	3.78	1	3.52	1	3.54	2	3.41	1	3.59	1

Source: Valdez (203)

The table shows that, from the perspective of the faculty, the organizational climate in their schools is shaped most strongly by **goal setting** (Rank 1), followed by **leadership** (Rank 2). This means that faculty see clear goals as the most influential factor contributing to a positive school climate — and they also recognize the leadership capabilities of their supervisors as an important contributor. Interestingly, the factor ranked lowest is **control**, suggesting that faculty feel trusted and experience a relaxed or less restrictive environment in their workplace.

Garland et al. (2009) pointed out that goal setting has a powerful impact on organizational climate. A positive and supportive environment — one that fosters open communication, trust, and recognition — strengthens the goal-setting process, leading to higher motivation, increased engagement, and ultimately better goal achievement.

Table 24. The resultant organizational climate as perceived by the employees

Organizational Climate Variables	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	Rank	X	Rank	X	Rank	X	Rank	X	Rank
1. Leadership	3.31	2	3.04	6	3.18	6	2.88	2	3.13	4
2. Communication	3.29	3	3.05	5	3.41	2	2.72	6	3.15	2.5
3.Interaction – Influenced	3.12	4	3.25	2	3.20	5	2.80	4	3.15	2.5
4.Decision Making	2.97	5	3.19	3	3.29	3	2.76	5	3.10	5
5. Control	2.68	6	3.18	4	3.28	4	2.84	3	3.01	6
6. Goal Setting	3.36	1	3.60	1	3.80	1	4.74	1	3.80	1

Source: Valdez (2023)

Employees perceive that **goal setting** is the number one factor shaping the organizational climate in their schools — a view that aligns with that of the faculty. They also rate **communication** and **interaction influence** equally (Rank 2.5) as contributing to the overall climate. The **least influential factor**, in their view, is **control**, which again mirrors the perception of the faculty.

This indicates that both faculty and employees recognize a similar pattern: they value clear goals and open interaction, while strict control is seen as minimal — likely because employees feel they are trusted and given room to work independently.

Lambert et al. (2008) emphasized that a positive organizational climate provides the foundation for effective goal setting. Elements such as recognition, fair treatment, and opportunities for growth motivate employees to set and work toward challenging goals.

Problem 3. Are there any significant differences in the perception of the middle level administrators, faculty and employees on the organizational climate of the subject schools?

A. Leadership

Table 25. Summary of the results of the anova on the perceptions of the middle level administrators, faculty, and employees on organizational climate based on leadership

Sources of Variation	Df	Sum of Squares	Mean Square	F	Decision
Between Groups	3	2.62	.87	1.51	Not Significant
Within Groups	174	100.77	.58		
Total	**177**	**103.39**			

It is revealed in Table that the perception of the middle level administrators, faculty and employees of the DWCs in the Northern Province on organizational climate based on leadership is not significant. This is backed up by the computed F-value of 1.51 which is not significant to reach the 0.05 level of significance. This finding led the researcher to accept the null hypothesis which states that there is no significant difference on the perceptions between and among the middle level administrators, faculty and employees in the Divine Word Colleges in the Northern Province on organizational climate based on leadership. This is a manifestation that regardless of the place where the institution is situated, there is no difference at all in their organizational climate insofar as leadership is concerned.

B. Communication

Table 26. Summary of the results of the anova on the perceptions of the middle level administrators, faculty, and employees on organizational climate based on communication

Sources of Variation	Df	Sum of Squares	Mean Square	F	Decision
Between Groups	3	2.67	.89	1.62	Not Significant
Within Groups	175	96.11	.55		
Total	**178**	**98.78**			

It could be gleaned from the above table that there is no significant difference on the perception of the middle level administrators, faculty, and employees in the different DWCs on organizational climate. This is supported by the computed F-value of 1.62. For this reason, the null hypothesis which states that there is no significant difference in the perception of the middle level administrators, faculty and employees in the different DWCs is accepted. This implies that organizational climate in the subject schools based on communication is perceived similarly by the middle level administrators, faculty and employees.

C. Interaction influence

Table 27. Summary of the results of the anova on the perceptions of the middle level administrators, faculty, and employees on organizational climate based on interaction influence

Sources of Variation	Df	Sum of Squares	Mean Square	F	Decision
Between Groups	3	0.78	0.26	0.47	Not Significant
Within Groups	175	97.15	0.56		
Total	**178**	**97.93**			

It is revealed in the table that the perception of the middle level administrators, faculty and employees in the DWCs in the Northern Province on organizational climate based on interaction influence is not significant. This is indicated by the computed F-value of 0.47.

This finding led the researcher to accept the null hypothesis which states that there is no significant difference in the perceptions on organizational climate based on interaction influence of the middle level administrators, faculty and employees.

D. Decision making

Table 28. Summary of the results of the anova on the perceptions of the middle level administrators, faculty, and employees on organizational climate based on decision making

Sources of Variation	Df	Sum of Squares	Mean Square	F	Decision
Between Groups	3	3.84	1.28	2.20	Not Significant
Within Groups	175	101.79	0.58		
Total	**178**	**105.63**			

As shown in Table, and as indicated by the computed F-value of 2.20, the middle level administrators, faculty and employees in the four subject schools do not differ significantly in their perceptions on organizational climate based on decision making.

Thus, the null hypothesis which states that there is no significant difference in the perceptions of the middle level administrators, faculty and employees on organizational climate based on decision making of the subject schools is accepted.

E. Control

Table 29. Summary of the results of the anova on the perceptions of the middle level administrators, faculty, and employees on organizational climate based on control

Sources of Variation	Df	Sum of Squares	Mean Square	F	Decision
Between Groups	3	0.27	0.09	0.15	Not Significant
Within Groups	175	107.95	0.62		
Total	**178**	**108.22**			

As shown in Table 30, the computed F-value is 0.15 which indicates that the middle level administrators, faculty and employees of the subject schools do not differ significantly in their perceptions on organizational climate based on control. For this reason, the null hypothesis which states that there is no significant difference in the perceptions on organizational climate as to control by the middle level administrators, faculty and employees in the different DWC's in the Northern Province is accepted.

F. Goal setting

Table 30. Summary of the results of the anova on the perceptions of the middle level administrators, faculty, and employees on organizational climate based on goal setting

Sources of Variation	Df	Sum of Squares	Mean Square	F	Decision
Between Groups	3	0.64	0.21	0.35	Not Significant
Within Groups	175	106.59	0.61		
Total	**178**	**107.23**			

Table shows that there is no significant difference in the perception on organizational climate as to goal setting of the three groups of respondents. This is supported by the computed F-value of 0.35. This finding led the researcher to accept the null hypothesis which states that there are no significant differences in the perception on organizational climate based on goal setting of the three groups of respondents.

Problem 4. Are there any significant variations among the factors in the organizational climate as perceived by the middle level administrators, faculty and employees?

A. Leadership

Table 31. Summary of the one–way anova results on finding the significant variance in leadership when the respondents are grouped by position

Sources of Variation	df	Sum of Squares	Mean Square	F	Decision

Between Groups	2	7.07	3.53	6.42	Significant
Within Groups	175	96.32	0.55		
Total	**177**	**103.39**			

It is revealed in table that the perception of the respondents in the Divine Word Colleges on the organizational climate as to leadership when grouped by position do differ significantly. This is supported by the computed F-value of 6.42 which has a significance level higher that the .05 level of significance. This rejected the null hypothesis which states that there is no significant variation on the leadership factor of organizational climate as perceived by the middle level administrators, faculty and employees. This means that the middle level administrators, faculty and employees have a different feel of the organizational climate on leadership. That the difference in perception confirms observation that the middle level administrators are highly confident that they posses effective leadership skills, however the employees and faculty indicate that their perception is not as high as those believed by the middle level administrators. This maybe due to the insufficient awareness or understanding of the superiors' actions.

Table 32. LSD test for multiple comparisons to determine the significant variance on leadership by position

	Middle Level Administrators	Faculty
Faculty	-0.3695	-
Employees	-0.7432*	-0.3737*

* significant at 0.05 level

It is manifested in the LSD test of multiple comparison that the variances differ for employees and administrators (-0.7432) and for employees and faculty (-0.3737). This means that the middle level administrators and faculty have higher perception on the organizational climate as to leadership.

B. Communication

Table 33. Summary of the one–way anova results in variance in communication when the respondents are grouped by position

Sources of Variation	**Df**	**Sum of Squares**	**Mean Square**	**F**	**Decision**
Between Groups	2	4.18	2.09	3.89	Significant
Within Groups	176	94.61	0.54		
Total	**178**	**98.79**			

It is reflected in the table that the perceptions of the respondents in the DWC's in the Northern Province on the organizational climate as to communication when group by position yielded a significant difference. This is supported by the computed F value of 3.89 which has a significant level higher that the .05 level of significance. This rejected the null hypothesis which states that that there is no significant variation on the communication factor of organizational climate as perceived by the middle level administrators, faculty and employees. This signifies that the three groups of respondents have a different way of perceiving the climatic factor on communication. The difference in perception confirms observation that the middle level administrators are convinced by their communication skills, however the employees and faculty perceptions are not as high as that of the middle level administrator's perception.

Table 34. LSD test for multiple comparisons to determine the significant variance on communication by position

	Middle Level Administrators	Faculty
Faculty	-0.2858	-
Employees	-0.5697*	-0.2839*

* significant at 0.05 level

It is observed in the LSD test of multiple comparison procedure that the variances (-0.5697) for employees and middle level administrators and (-0.2839) for employees and faculty respectively were able to reach the significant difference at .05 level.

C. Interaction–influence

Table 35. Summary of the one–way anova results on variance in interaction influence when the respondents are grouped by position

Sources of Variation	df	Sum of Squares	Mean Square	F	Decision
Between Groups	2	2.77	1.39	2.57	Not Significant
Within Groups	176	95.15	0.54		
Total	**178**	**97.92**			

It could be observed from the table that the perception of the respondents on the organizational climate as to interaction-influence when grouped did not yield a significant difference. This is backed up by the computed F-value of 2.57 which has a significance level lower than the .05 level of significance. This accepts the null hypothesis which states that that there is no significant variation on the interaction - influenced factor of organizational climate as perceived by the middle level administrators, faculty and employees. This implies that the perception of the three groups of respondents sense that they nearly have the same perception on interaction-influence climate. That no matter what position is occupied by the respondents they still bear the same common organizational climate.

Table 36. Summary of the one–way anova results on variance in decision making when the respondents are grouped by position

Sources of Variation	df	Sum of Squares	Mean Square	F	Decision
Between Groups	2	6.81	3.41	6.17	Significant
Within Groups	176	98.82	0.56		
Total	**178**	**105.63**			

It is presented in the table 35a that there exists a highly significant difference in the perceptions of the middle level administrators, faculty and employees of the different DWC's in the Northern Province towards the organizational climate as to decision making. This is supported by a computed F-value of 6.17 which went beyond .05 level of significance. This indicates that there is extremely significant difference in the decision making factor as perceived by the three groups of respondents.

Table 37. LSD test for multiple comparisons to determine the significant variance on decision making by position

	Middle Level Administrators	Faculty
Faculty	-0.3580	-
Employees	-0.7233*	-0.3653*

* significant at 0.05 level

From the multiple comparisons, it is evident that the significant difference could be traced from the perception of the employees and middle level administrators and employees and faculty as supported by the variances (-0.7233) and (-0.365) respectively.

Table 38. Summary of the one–way anova results on variance in control when the respondents are grouped by position

Sources of Variation	Df	Sum of Squares	Mean Square	F	Decision
Between Groups	2	9.08	4.54	8.06	Significant
Within Groups	176	99.14	0.56		
Total	**178**	**108.22**			

It is reflected in Table that the perceptions of the middle level administrators, faculty and employees on the organizational climate as to control when grouped by position yielded a significant difference. This is supported by the computed F value of 8.06 which has a significance level surpassing the 0.05. This then rejected the null, hypothesis which states that there is no significant variation on the control climatic factor of organizational climate as perceived by the middle level administrators, faculty and employees. This implies that the perception of the three groups of respondents have a different way of perceiving climatic factor on control.

Table 39. LSD test for multiple comparisons to determine the significant variance on control by position

	Middle Level Administrators	Faculty
Faculty	-0.3963	-
Employees	-0.8251*	-0.4287*

* significant at 0.05 level

It is reflected in LSD test of multiple comparison that significant variance could be traced from the perceptions of the employees against the middle level administrators and employees against the faculty as backed up by the variances (-0.8251) and (-0.4287) respectively.

Table 40. Summary of the one–way anova results on variance in goal setting when the respondents are grouped by position

Sources of Variation	**Df**	**Sum of Squares**	**Mean Square**	**F**	**Decision**
Between Groups	2	7.85	3.93	6.95	Significant
Within Groups	176	99.38	0.57		
Total	**178**	**107.23**			

It is presented in Table that there exists a highly significant variation in the perception of the three groups of respondents on organizational climate as to goal setting when grouped by position. This is backed up by the computed F-value of 6.95 which has a significance level of higher than .05 level. This then rejected the hypothesis which states that there is no significant variation on the goal setting climatic factor of organizational climate as perceived by the middle level administrators, faculty and employees. This indicates that the three groups of respondents have a different way of perceiving the climatic factor on goal setting.

Table 41. LSD test for multiple comparisons to determine the significant variance on goal setting by position

	Middle Level Administrators	Faculty
Faculty	0.2236	-
Employees	-0.6699*	-0.4463*

*significant at 0.05 level

It is evident that the significant variance could be traced from the perceptions of the employees against the middle level administrators and faculty as backed up by the variances (-0.6699) and (-0.4463) respectively.

Table 42. Summary of the one–way anova results on variance on the organizational climate when the respondents are grouped by position

Sources of Variation	**Df**	**Sum of Squares**	**Mean Square**	**F**	**Decision**
Between Groups	2	5.95	2.98	6.62	Significant
Within Groups	176	79.18	0.45		
Total	**178**	**85.14**			

It is presented in the table that the perceptions of the middle level administrators, faculty and employees on the whole organizational climate when grouped by position yielded a highly significant variance. This is supported by the computed F-value of 6.62 which has a significance level extremely surpassing .05. This, then rejected the null hypothesis which states that there is no significant variation in the perceptions of the middle level administrators, faculty and employees towards the organizational climate of DWC's in the Northern Province.

Table 43. LSD test for multiple comparisons to determine the significant variance on organizational climate by position

	Middle Level Administrators	Faculty
Faculty	-0.2873	-

Employees	0.6471*	0.3598*

*significant at 0.05 level

From the multiple comparison, it is evident that the significant difference could be traced from the difference in the perceptions of the middle level administrators, faculty and employees towards organizational climate of DWC's in the Northern Province. This signifies that the middle level administrators regard the organizational climate more favorable than how the faculty and employees consider it, obviously because it is the middle level administrators who are responsible in setting up the organizational climate in the institutions. This difference likewise, implies that the middle level administrators are confident enough in giving higher ratings on the aspects included in these variables while the faculty as well as employees are more conservative in giving their ratings as based on their perceptions.

Problem 5. What is the level of employee morale and work behavior?

Table 44. Mean rating showing the level of employee morale of the middle level administrators

Items	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR
1.I enjoy staying and working in the school and in the office.	3.80	H	3.50	A	4.0	H	4.33	H	3.92	H
2.I contribute to DWC's achievements by working effectively.	3.80	H	3.50	A	4.0	H	4.67	VH	4.0	H
3. I support DWC's policies, rules and regulations.	3.60	H	3.50	A	4.33	H	4.67	VH	4.0	H
4. I work cooperatively in pursuit of DWC programs and activities.	3.60	H	4.0	H	4.33	H	5.0	VH	4.15	H
5. I am confident that my middle level administrator is doing his/her best to improve my professional advancement.	3.40	A	3.50	A	4.0	H	4.67	VH	3.85	H
6. I accept added assignments willingly.	3.0	A	3.50	A	4.33	H	4.33	H	3.69	H
7. I report even off-sessions and on Saturdays and Sundays if there is a heavy workload in school and in the office.	3.60	H	2.50	L	4.0	H	4.0	H	3.58	H
8. I help in the solution of office problems.	3.40	A	3.50	A	4.0	H	4.33	H	3.77	H
9. I work effectively despite salaries comparatively lower than other schools or other offices.	3.60	H	4.0	H	4.0	H	4.67	VH	4.0	H
10. I consider my middle level administrator as a leader and a co-worker.	4.0	H	4.0	H	4.0	H	5.0	VH	4.23	H
11. I make comments and suggestions freely to improve certain DWC practices.	3.60	H	3.50	A	4.0	H	4.67	VH	3.92	H
12. I willingly share my knowledge with my co-workers.	3.40	A	3.50	A	4.0	H	4.33	H	3.77	H
13. I consider myself part in the solution of school and office problems.	3.60	H	4.0	H	4.0	H	4.67	VH	4.0	H

14. I play my role well as representative of the school or the office when behaving in public.	3.20	A	4.0	H	4.67	VH	4.67	VH	4.0	H
15. I do my best because work well done in the office is recognized.	3.40	A	3.50	A	4.33	H	4.67	VH	3.92	H
16. I accept added assignments as challenges.	3.20	A	3.50	A	4.33	H	4.67	VH	3.85	H
17. I assume full responsibility for my tasks in school and in the office.	3.60	H	4.0	H	4.67	VH	4.67	VH	4.15	H
18. I observe office rules and regulations for the stability of DWC.	3.40	A	3.50	A	4.67	VH	4.67	VH	4.0	H
19. I help my fellow faculty and employees readily when problems arise.	3.60	H	4.0	H	4.33	H	4.33	H	4.0	H
20. I feel proud of the achievements of DWC.	3.60	H	3.50	A	4.67	VH	4.33	H	4.0	H
OVER ALL MEAN	**3.52**	**A**	**3.63**	**H**	**4.23**	**H**	**4.57**	**VH**	**3.94**	**H**

Source: Valdez (2023)

In general the morale of the middle level administrators is HIGH as indicated by the overall mean of 3.94. It can be noted however, that this state of morale is not true in all the schools. In the DWCB, the middle level administrators' morale is average while in the DWCV, morale is very high. The average level of morale of the middle level administrators in the DWCB is reflected in majority of the morale indicators. On the other hand, majority of the same indicators reflect the very high morale of the middle administrators in the DWCV. The data for the DWCL show a low morale among the middle level administrators resulting from their being made to report even off-sessions and on Saturday and Sundays and average morale majority of the indicators. Nevertheless, these low and average morale are offset by their high morale reflected in their working cooperatively in pursuit of the DWCL's programs and activities in being an effective worker despite their lower salaries, in considering themselves part of the solution to school problems, in representing the school in public, likewise in assuming full responsibility for tasks in school; in helping fellow employees and in feeling proud for the achievements of the school. This aligns with Sack Allan (2006) in his study that shows that middle level administrators play a crucial role in shaping organizational culture and employee morale, making their well being a significant factor in overall organizational success,

Table 45. Mean rating showing the level of employee morale as perceived by the faculty

Items	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
1.I enjoy staying and working in the school and in the office.	3.95	H	3.94	H	4.0	H	3.76	H	3.93	H
2.I contribute to DWC's achievements by working effectively.	4.13	H	4.16	H	4.38	H	3.94	H	4.15	H
3. I support DWC's policies, rules and regulations.	4.10	H	4.18	H	4.44	H	3.76	H	4.13	H
4. I work cooperatively in pursuit of DWC programs and activities.	4.11	H	4.02	H	4.13	H	3.65	H	4.01	H
5. I am confident that my middle level administrator is doing his/her best to improve my professional advancement.	3.85	H	3.73	H	3.88	H	3.18	A	3.71	H
6. I accept added assignments willingly.	3.95	H	4.02	H	4.13	H	3.88	H	3.99	H

7. I report even off-sessions and on Saturdays and Sundays if there is a heavy workload in school and in the office.	4.0	H	3.90	H	4.44	H	3.31	A	3.92	H
8. I help in the solution of office problems.	3.92	H	3.92	H	3.94	H	3.24	A	3.83	H
9. I work effectively despite salaries comparatively lower than other schools or other offices.	4.03	H	4.16	H	4.38	H	3.94	H	4.12	H
10. I consider my middle level administrator as a leader and a co-worker.	3.92	H	4.08	H	4.19	H	3.35	A	4.19	H
11. I make comments and suggestions freely to improve certain DWC practices.	3.82	H	3.71	H	3.94	H	3.35	A	3.73	H
12. I willingly share my knowledge with my co-workers.	4.05	H	4.30	H	4.27	H	4.24	H	4.20	H
13. I consider myself part in the solution of school and office problems.	4.0	H	4.02	H	4.13	H	3.65	H	3.97	H
14. I play my role well as representative of the school or the office when behaving in public.	4.03	H	4.21	H	4.25	H	4.06	H	4.13	H
15. I do my best because work well done in the office is recognized.	3.92	H	3.96	H	3.94	H	3.53	H	3.88	H
16. I accept added assignments as challenges.	4.05	H	4.15	H	4.0	H	4.12	H	4.09	H
17. I assume full responsibility for my tasks in school and in the office.	4.13	H	4.30	H	4.25	H	3.88	H	4.18	H
18. I observe office rules and regulations for the stability of DWC.	4.10	H	4.28	H	4.38	H	4.18	H	4.22	H
19. I help my fellow faculty and employees readily when problems arise.	4.15	H	4.26	H	4.25	H	4.24	H	4.22	H
20. I feel proud of the achievements of DWC.	4.13	H	4.28	H	4.50	H	4.12	H	4.24	H
OVER ALL MEAN	**4.02**	**H**	**4.08**	**H**	**4.19**	**H**	**3.77**	**H**	**4.04**	**H**

Source: Valdez (2023)

It could be gleaned from Table that the level of employee morale as perceived the faculty is **HIGH** as indicated by the mean rating is 4.04. It can be gleaned further, that employee morale in all the schools is "high" with high mean ratings. It can be noted however, that the faculty in the DWCV has the lowest assessment on the level of employee morale. From the responses it can be deduced that employed morale in the school is not as high as in the other schools because of the employees' perception that the middle level administrators are not doing their best to help them in their professional advancement, and likewise, the perception that good performance is not given due recognition. the employees also resent being made to work off-sessions and on Saturdays and Sundays. On the other hand, employees seem not to be inclined to give their comments and suggestions for the improvement of school practices and for the solution of office problems. This corroborates with James, et.al., (2008) in his research on faculty moral reveals that it's key factor in academic success, influencing productivity, retention and overall job satisfaction. This is affected by various aspects of work life, including workload resources, and recognition, but two particular factors are relationships with colleagues and perceptions of leadership.

Table 46. Mean rating showing the level of employee morale as perceived by the employees

Items	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
1.I enjoy staying and working in the school and in the office.	3.55	A	3.81	H	4.44	H	3.40	A	3.83	H
2.I contribute to DWC's achievements by working effectively.	3.75	H	4.06	H	4.43	H	3.60	H	3.98	H

3. I support DWC's policies, rules and regulations.	4.08	H	4.0	H	4.11	H	3.20	A	3.95	H
4. I work cooperatively in pursuit of DWC programs and activities.	3.77	H	4.18	H	4.22	H	3.20	A	3.95	H
5. I am confident that my middle level administrator is doing his/her best to improve my professional advancement.	3.31	A	3.63	H	3.44	A	3.20	A	3.44	A
6. I accept added assignments willingly.	3.77	H	3.94	H	4.0	H	3.40	A	3.84	H
7. I report even off-sessions and on Saturdays and Sundays if there is a heavy workload in school and in the office.	3.69	H	3.67	H	4.0	H	3.40	A	3.71	H
8. I help in the solution of office problems.	3.46	A	3.75	H	4.0	H	3.40	A	3.60	H
9. I work effectively despite salaries comparatively lower than other schools or other offices.	3.85	H	4.25	H	4.33	H	3.60	H	4.07	H
10. I consider my middle level administrator as a leader and a co-worker.	3.31	A	4.0	H	3.78	H	3.60	H	3.70	H
11. I make comments and suggestions freely to improve certain DWC practices.	3.23	A	3.31	A	3.56	H	3.20	A	3.33	A
12. I willingly share my knowledge with my co-workers.	3.85	H	4.0	H	4.44	H	3.0	A	3.93	H
13. I consider myself part in the solution of school and office problems.	3.92	H	4.0	H	4.0	H	3.20	A	3.88	H
14. I play my role well as representative of the school or the office when behaving in public.	3.92	H	4.13	H	4.33	H	3.0	A	3.98	H
15. I do my best because work well done in the office is recognized.	3.77	H	3.94	H	3.89	H	3.80	H	3.86	H
16. I accept added assignments as challenges.	4.0	H	4.13	H	4.11	H	3.20	A	3.98	H
17. I assume full responsibility for my tasks in school and in the office.	4.15	H	4.06	H	4.11	H	3.40	A	4.02	H
18. I observe office rules and regulations for the stability of DWC.	3.92	H	4.06	H	4.22	H	3.40	A	3.98	H
19. I help my fellow faculty and employees readily when problems arise.	3.85	H	3.88	H	3.89	H	3.40	A	3.81	H
20. I feel proud of the achievements of DWC.	4.08	H	3.75	H	4.44	H	3.0	A	3.91	H
OVER ALL MEAN	**3.76**	**H**	**3.93**	**H**	**4.09**	**H**	**3.33**	**A**	**3.89**	**H**

Source: Valdez (2023)

The overall mean of 3.89 indicates that employee morale in the DWCs as perceived by the employees is **HIGH**. However, it can be noted that such perception is not unanimous because employee morale in the DWCV is only average**.** A closer look

at the mean scores for each indicates also shows that employee morale in the four school is adversely affected by the perception of the employees that the middle level administrators are not helping in their professional advancement; likewise the perception that their comments and suggestions for the improvement of school practices are not taken seriously or do not count much. Cooper-Hakim et. al, (2005) argued that employee morale, the collective attitude and enthusiasm employees hold towards their work and work place, significantly impacts organizational success. Understanding and addressing factors that influence employee morale is crucial for fostering a positive and productive work environment.

Table 47. Mean ratings showing the level of work behavior of the employees as perceived by the middle level administrators

Items	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR
1. Faculty and employees come to the school or office regularly and punctually.	3.0	A	4.50	H	4.0	H	4.33	H	3.77	H
2. Faculty and employees do their assigned tasks with due care and diligence.	3.40	A	3.50	A	4.0	H	4.67	VH	3.85	H
3. Faculty and employees finish their work assignment before deadlines	3.40	A	3.50	A	3.33	A	4.33	H	3.62	H
4. Faculty and employees rarely commit mistakes in their work.	3.0	A	4.0	H	3.67	H	4.33	H	3.62	H
5. Faculty and employees have good rapport with their co-employees.	3.60	H	4.0	H	4.0	H	4.33	H	3.92	H
6. Faculty and employees pursue advanced studies for professional growth.	3.40	A	3.50	A	3.67	H	4.0	H	3.62	H
7. Faculty and employees maintain good rapport with school and office clients.	3.60	H	4.0	H	4.33	H	4.33	H	4.0	H
8. Faculty and employees are readily available to help school and office clients with their problems.	3.60	H	4.0	H	4.33	H	5.0	VH	4.08	H
OVER ALL MEAN	**3.38**	**A**	**4.31**	**H**	**3.92**	**H**	**4.42**	**H**	**3.81**	**H**

Source: Valdez (2023)

The level of work behavior of the middle level administrators is **HIGH** with a mean rating of 3.81. The emphasis of priority are on items "Faculty and employees are readily available to help school and office clients with their problems, "Faculty and employees maintain good rapport with school and office clients", while "Faculty and employees finish their work assignment before deadlines", "Faculty and employees rarely commit mistakes in their work", "Faculty and employees pursue advanced studies for professional growth" are the least priorities. It is implied here that the readily assistance afforded to school and office clients with problems as well as rapport with their co-employees are the more important concerns of the middle level administrators which ensure smooth working operations and relationship in the system. This aligns with the study of Kraut (2006) that work behavior of middle level administrators indicates their crucial role as a bridge between leadership and employees, impacting both organizational performance and employee well-being. Their behaviors influence engagement, productivity, and the successful implementation of organizational strategies.

Table 48. Mean rating showing the level of employees' work behavior as perceived by the faculty

Items	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR

1. Faculty and employees come to the school or office regularly and punctually.	4.05	H	4.30	H	4.44	H	4.65	VH	4.29	H
2. Faculty and employees do their assigned tasks with due care and diligence.	4.10	H	4.34	H	4.44	H	4.41	H	4.29	H
3. Faculty and employees finish their work assignment before deadlines	4.0	H	4.17	H	4.19	H	3.88	H	4.08	H
4. Faculty and employees rarely commit mistakes in their work.	3.85	H	3.68	H	3.80	H	3.53	A	3.73	H
5. Faculty and employees have good rapport with their co-employees.	4.05	H	4.13	H	3.93	H	4.18	H	4.08	H
6. Faculty and employees pursue advanced studies for professional growth.	4.03	H	3.72	H	4.0	H	3.47	A	3.82	H
7. Faculty and employees maintain good rapport with school and office clients.	4.21	H	4.19	H	4.19	H	3.88	H	4.15	H
8. Faculty and employees are readily available to help school and office clients with their problems.	4.18	H	4.17	H	4.07	H	3.50	A	4.07	H
OVER ALL	**4.06**	**H**	**4.09**	**H**	**4.13**	**H**	**3.94**	**H**	**4.06**	**H**

Source: Valdez (2023)

The level of employees' work behavior of the middle level administrators is at the **HIGH** level where the mean rating is 4.06. It is revealed in the table that the items prioritized among the middle level administrators are on "Faculty and employees come to the school or office regularly and punctually", "Faculty and employees do their assigned tasks with due care and diligence", "Faculty and employees maintain good rapport with school and office clients.", "Faculty and employees finish their work assignment before deadlines", "Faculty and employees have good rapport with their co-employees", "Faculty and employees are readily available to help school and office clients with their problems", and their least priorities are on items "Faculty and employees pursue advanced studies for professional growth", "Faculty and employees rarely commit mistakes in their work". As the faculty, their work behavior could be traced on the maximization of capacities and skills as applied to their job for the best service of the profession. Moreover, they are on the belief that their dedication to work can always be stimulating and challenging which speaks their seemingly creative and dynamic nature. There is also a feeling of acceptance, sharing of ideas, by the members of the organization. There are signs of healthy and smooth working relations in any organization. This agrees with the study of Yang, k. et.ai., (2009) that work behavior as perceived by faculty members themselves, explores various aspects including organizational climate, job satisfaction, and the impact of workload and stress on their performance and well-being, and ultimately their effectiveness in teaching and research.

Table 49. Mean rating showing the level of employees' work behavior as perceived by the employees

Items	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
1. Faculty and employees come to the school or office regularly and punctually.	3.85	H	4.31	H	4.11	H	3.60	H	4.05	H

2. Faculty and employees do their assigned tasks with due care and diligence.	4.0	H	4.50	H	4.33	H	3.80	H	4.23	H
3. Faculty and employees finish their work assignment before deadlines	4.15	H	4.06	H	4.44	H	3.60	H	4.12	H
4. Faculty and employees rarely commit mistakes in their work.	3.69	H	3.69	H	3.67	H	3.60	H	3.67	H
5. Faculty and employees have good rapport with their co-employees.	4.0	H	4.31	H	4.0	H	3.40	A	4.05	H
6. Faculty and employees pursue advanced studies for professional growth.	3.83	H	3.44	A	3.88	H	3.20	A	3.61	H
7. Faculty and employees maintain good rapport with school and office clients.	3.62	H	4.19	H	4.33	H	3.60	H	3.97	H
8. Faculty and employees are readily available to help school and office clients with their problems.	3.92	H	4.13	H	4.22	H	3.60	H	4.02	H
OVER ALL	**3.88**	**H**	**4.08**	**H**	**4.13**	**H**	**3.55**	**A**	**3.97**	**H**

Source: Valdez (2023)

The employees of DWCs display a **HIGH** level of work behavior where the mean rating is 3.97. The emphasis of priority are on the items "Faculty and employees do their assigned tasks with due care and diligence", "Faculty and employees finish their work assignment before deadlines", "Faculty and employees have good rapport with their co-employees", "Faculty and employees come to the school or office regularly and punctually", "Faculty and employees are readily available to help school and office clients with their problems" and their least priorities are on items "Faculty and employees maintain good rapport with school and office clients", "Faculty and employees rarely commit mistakes in their work", "Faculty and employees pursue advanced studies for professional growth". The profile shows a good sign that the employees are more or less in the same level of work behavior with the middle level administrators and faculty that they maximize their skills for the best service of the profession. There seems to be a good sign of healthy work behavior in the sense that there is a provision for a favorable morale among the members of the organization in terms of dedication to their job. This corroborates with Markovits, y. et. al, (2007) that work behavior as perceived by employees focuses on how employees' attitude, perceptions and experiences in the workplace influence their actions and overall performance. This includes examining the impact of factors like job satisfaction, work environment, and leadership styles on behaviors like productivity, absenteeism, and organizational commitment.

Table 50. Summary table showing the level of employees' morale and work behavior as perceived by the middle level administrators

Variables	**DWCB**		**DWCL**		**DWCU**		**DWCV**		**AS A WHOLE**	
	X	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**	**X**	**DR**
Morale	3.52	A	3.63	H	4.23	H	4.57	VH	3.94	H
Work Behavior	3.38	A	4.31	H	3.92	H	4.42	H	3.81	H

Source: Valdez (2023)

As gleaned from the table, the middle level administrators perception on morale displays a mean rating of 3.94 while work behavior presents a mean rating of 3.81. These means yielded a **HIGH** level of employees' morale and work behavior. This study agrees with Reichers (1990) in his study that shows that middle level administrators with high morale are more engaged, motivated, and productive, leading to better performance and results.

Table 51. Summary table showing the level of employees' morale and work behavior as perceived by the faculty

Variables	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR
Morale	4.02	H	4.08	H	4.19	H	3.77	H	4.04	H
Work Behavior	4.06	H	4.09	H	4.13	H	3.94	H	4.06	H

Source: Valdez (2023)

It is reflected from table 46 that the level of perception by the faculty is **HIGH** where the mean rating is 4.04. Likewise the level of work behavior is apparently higher. Both yielded a "favorable" level of employees' morale and work behavior. Interestingly, the faculty perception on morale and work behavior is noticeably higher than the perception of the middle level administrators. The result likewise implies that the faculty are more confident in giving higher rating on their morale and work behavior while the middle level administrators and employees are more conservative in giving the ratings on aspects included on these variables. This aligns with the study of Schneider (2012) that organizations can foster positive morale by creating supportive work environments, promoting open communication, providing opportunities for growth, and recognizing employee contributions.

Table 52. Summary table showing the level of employees' morale and work behavior as perceived by the employees

Variables	DWCB		DWCL		DWCU		DWCV		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	X	DR
Morale	3.76	H	3.93	H	4.09	H	3.33	A	3.89	H
Work Behavior	3.88	H	4.08	H	4.13	H	3.55	A	3.97	H

Source: Valdez (2023)

It is revealed in the table that the perception of the employees on morale have a **HIGH** level as backed up the mean rating of 3.89 while work behavior also got a high level of employees' morale and work behavior. This finding corroborates with that of Megalli (2020) in which he argued that employee morale significantly impacts work behavior and organizational success. With high morale leading to increased productivity, engagement, and retention, while low morale can result in decreased performance, absenteeism, and turnover.

Problem 6. What factors of organizational climate are significantly related to employees' morale and work behavior?

Table 53. Significant relationship between the organizational climate of the administrators and the employees morale and work behavior

Variables	Employees' Morale	Work Behavior
Leadership	0.812**	0.807**
Communication	0.851**	0.762**
Interaction – Influenced	0.890**	0.863**
Decision Making	0.835**	0.803**
Control	0.709**	0.684**
Goal setting	0.838**	0.764**
Overall	0.876**	0.831**

* Significant @ 0.05 level

** Significant @ 0.01 level

It is revealed in the table that coefficient of correlation using the Pearson Product Moment of Correlation between the organizational climate of middle level administrators and employees' morale, significant relationship is observed where the computed correlation coefficient of 0..876 has a significant level exceeding the 0.05 and 0.01 levels of significance. Moreover, significant relationship is observed on all the climatic factors namely: leadership; communication; interaction influence; decision making; control; goal setting. In these correlation coefficients, all of which were able to reach the 0.05 and 0.01 level of significance. Considering the components of organizational climate when correlated with the overall work behavior, significant relationship is noticed. This is supported by the correlation coefficient of 0.831 which has reached the

significant levels 0.05 and 0.01 respectively. Moreover, significant relationship prevailed between the organizational climate and the middle level perceptions on work behavior. The following climatic factors: leadership; communication; interaction – influence; decision-making; control; goal setting. All these levels yielded to reach the 0.05 and 0.01 level of significance. The table therefore discloses that the null hypothesis which states that no factors of organizational climate are significantly related to middle level administrators' morale and work behavior is rejected. The relationship between the organizational climate of the middle level administrators and the employees morale and work behavior could be linked with the findings of (Lambert, et. al., 2008)) that a positive organizational climate with good timing and pleasant interpersonal relationship among the members of the organization, there is no reason for an organization not to become effective and successful and this leads to improved work performance and reduced turnover.

Table 54. Significant relationship between the organizational climate of the Faculty and the employees morale and work behavior

Variables	Employees' Morale	Work Behavior
Leadership	0.590**	0.351**
Communication	0.507**	0.356**
Interaction – Influenced	0.611**	0.416**
Decision Making	0.521**	0.279**
Control	0.544**	0.325**
Goal setting	0.629**	0.448**
Overall	0.618**	0.394**

* Significant @ 0.05 level
** Significant @ 0.01 level

In table when the overall employees' morale of the faculty were correlated with their perceptions of organizational climate, a significant relationship resulted as backed up by the computed correlation coefficient of 0.618 where the significant level surpassed the 0.05 and 0.01 level of significance. Moreover, significant relationship is also manifested when the overall employees' morale are correlated with the following climatic factors of organizational climate: leadership; communication; interaction-influenced; decision making; control; goal setting. In these components, all which exceeded the 0.05 and 0.01 levels of significance. This led the researcher to reject the null hypothesis which states that there is no significant relationship between the faculty's organizational climate and the perceptions of the over-all employees morale. In other words, the faculty members are motivated by the organization's working conditions, leadership, communication, interaction-influence, decision-making, control, and goal setting. It is observed too that the overall work behavior of the faculty is significantly related with the climatic factors where the correlation coefficient of 0.394 has exceeded the 0.05 and 0.01 levels. Likewise significant relationship prevailed in the following climatic factors: leadership; communication; interaction – influence; decision-making; control; goal setting. In this regard, the researcher rejected the null hypothesis which states that there is no significant relationship between the faculty's organizational climate and the perceptions of the overall work behavior. This implies that organizational climate and morale/work behavior affect each other; that is the higher one's perception of the organizational climate, is the higher the level of morale/work behavior and vice versa. The attainment of goals is satisfying and high morale promotes the achievement of objectives. Garland (2009) cited that teacher like their supervisors to be democratic: objective in observing them to work; objective and scientific in discovering their problems; acquainting them of policies, procedures and other matters through in-service education; and objective in rating and evaluating them. This could influence the leadership behavior and decisions on personnel development programs which are important aspects on organizational climate.

Table 55. Significant relationship between the organizational climate of the employees and the employees morale and work behavior

Variables	Employees' Morale	Work Behavior
Leadership	0.405**	0.239
Communication	0.330*	0.127
Interaction – Influenced	0.551**	0.285

Decision Making	0.424**	0.152
Control	0.366*	0.058
Goal setting	0.535**	0.258
Overall	0.513**	0.219

* Significant @ 0.05 level
** Significant @ 0.01 level

The data show that employees' **morale** has a significant relationship with their perception of the organizational climate, as reflected in a correlation coefficient of **0.513**, which exceeds both the 0.05 and 0.01 levels of significance. Significant correlations were likewise found between morale and key climate factors such as **leadership**, **interaction-influence**, **decision-making**, **control**, and **goal setting**. With these results, the null hypothesis stating that there is no significant relationship between organizational climate and employees' morale is rejected.

However, when looking at **work behavior**, the organizational climate shows **no significant relationship**, with a correlation coefficient of **0.219** — below the 0.05 threshold. Similarly, none of the individual climate factors (leadership, communication, interaction-influence, decision-making, control, and goal setting) show significant correlation with work behavior. As a result, the null hypothesis — that there is no significant relationship between organizational climate and work behavior — is accepted.

This finding is somewhat ironic: while morale is clearly influenced by climate factors, work behavior is **not** — meaning that even under a favorable climate and good leadership, employees may not necessarily exhibit correspondingly strong work behavior. It implies that more effort is needed to uplift work behavior through improvements in leadership, communication, participation, control, and goal clarity.

As Garland et al. (2009) emphasized, effective communication is essential for uniting people toward a common goal, motivating them to act, and bridging the gap between ideas and individuals. When communication lines are open, especially during problems, employees feel understood and valued, which boosts morale and productivity. Participatory decision-making also leads to better outcomes as more perspectives are involved, strengthening unity and ownership in the organization. As Bogaczyk (2023) adds, nothing raises employee morale more than being given a voice in problem-solving and decision-making — it engenders a sense of importance, achievement, and shared purpose that contributes to a healthier organizational climate.

Table 56. Significant relationship between the organizational climate and the employees morale and work behavior

Variables	Employees' Morale	Work Behavior
Leadership	0.522**	0.331**
Communication	0.475**	0.308**
Interaction – Influenced	0.601**	0.398**
Decision Making	0.471**	0.268**
Control	0.473**	0.242**
Goal setting	0.583**	0.384**
Overall	0.571**	0.352**

* Significant @ 0.05 level
** Significant @ 0.01 level

It is revealed in table 51 that the overall employees' morale and work behavior of the respondents of DWC's in the Northern Province is significantly related with their overall perceptions of organizational climate where the computed correlation coefficient of 0.571 (employees' morale) and (work behavior) have significant levels that surpassed the 0.05 and 0.01 levels. Moreover significant relationship is observed between overall perceptions on employees' morale and work behavior respectively and the organizational climate namely: leadership; communication; interaction – influence; decision-making; control; and goal setting, respectively. In these correlation coefficients, all of which were able to reach the 0.05 and 0.01 levels of significance. On the basis of these findings, the researcher was led to reject the null hypothesis which states that

there is no significant relationship between the overall organizational climate and the overall employees' morale and overall work behavior. This implies that high morale and work behavior of middle level administrators, faculty and employees have significant influence on their perception on the factors of organizational climate and vice versa. Accordingly, the factors of organizational climate highly enhances the morale and work behavior of employees.

Discussion

The results of the study reveal that while middle-level administrators perceive the organizational climate of the Divine Word Colleges as highly evident across leadership, communication, decision-making, control, and goal setting, both faculty and employees see it only as moderately evident, except for goal setting, which both groups rate highly. This contrast suggests that administrators believe they are fostering a strong internal climate, whereas those on the ground experience it only moderately. Luthans et al. (2004) stressed that a positive school climate—built on support, dialogue, and shared goals—is essential for effective leadership and productivity.

When all factors were ranked collectively, goal setting emerged as the strongest influence, followed by leadership, decision-making, communication, control, and lastly, interaction-influence. The low ranking of control and interaction-influence implies that while employees and faculty feel trusted, the opportunity for genuine engagement and interpersonal influence may still need strengthening. As Taymaz (2003) remarked, an empowering organizational climate should allow shared decision-making, recognize leadership potential, and foster loyalty and cooperation across workgroups.

Differences across campuses were insignificant, suggesting consistency in climate across schools; however, significant variance appeared when results were grouped by position. Faculty and employees differed markedly in how they perceived leadership, communication, decision-making, control, and goal setting, while viewing interaction-influence similarly. Taymaz (2023) asserted that perceptions naturally differ depending on one's role and authority level within the institution, and understanding such variance is key to improving organizational strategy and inclusion.

Despite only moderately positive perceptions of climate, all three groups rated employees' morale and work behavior at a high level. This means that even in a moderately evident climate, personnel still demonstrate strong morale and positive conduct. Normala (2010) and Mathiew (2000) both argued that high morale contributes to increased productivity and collaboration and is deeply linked to a supportive organizational atmosphere. For this reason, administrators should continue professional development and offer training to enhance management skills while also enabling faculty and staff to grow and stay motivated.

Correlation analyses showed that among administrators and faculty, all organizational climate factors were significantly related to both employee morale and work behavior. Among employees, all climate factors had a significant relationship with morale but not individually with work behavior. Interestingly, when morale and behavior were considered together as outcomes of organizational climate, an overall significant relationship emerged. This means that while no single factor alone determines behavior, the overall climate still influences how employees feel and act toward their work. This supports Normala (2010) and Mathiew (2000), who emphasized that a healthy organizational climate—marked by strong communication, empowerment, and supportive leadership—naturally leads to higher morale, stronger engagement, and better performance.

These findings ultimately suggest that while the Divine Word Colleges have succeeded in sustaining strong work morale, there remains a need to more actively cultivate a climate of openness, empowerment, and inclusive leadership so faculty and staff feel more engaged and valued. Top management and middle-level administrators should lead by initiating new ideas, communicating clearly in all directions, sharing decisions, and trusting personnel enough to delegate meaningfully. Through this, they are more likely to earn loyalty, maintain morale, and strengthen the overall effectiveness of the institution.

Conclusion

Divine Word Colleges foster a work environment where morale and behavior remain high among faculty and staff — a clear strength of the institution. However, the organizational climate that fuels such positive outcomes is perceived only to a moderate degree, especially by those who are not in administrative positions. This gap between intention and experience

highlights a crucial opportunity: when leadership, communication and participation are strengthened and made truly inclusive, the already strong sense of dedication among personnel can translate into even greater engagement, trust, and collective purpose. Ultimately, a more vibrant and empowering climate — characterized by shared goal setting, open communication, and visible support for every level of the workforce — has the potential not only to sustain morale, but to elevate the Divine Word Colleges into a model of authentic collaboration and mission-driven excellence.

***Authors' contributions*:** E.B.V., MJ.G.E., WM.C., ME.N.F., **The conceptualization:** E. B.V.,MJ.G.E.,W.M.C.,ME,N.F., **Research methodology**: E.B.V.,MJ.G.E., W.M.C., ME, N.F., **Analysis of data:** E.B.V.,MJ.G E., W.M.C., ME, N.F.

***Conflict of interest statement*:** The authors declare no conflict of interest.

Ethical review statement: the research is submitted to the ethical review board and approved for the conduct of the study. It does not involve human-sensitive issues.

Funding: the study is funded by the authors.

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